**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 3**

**Technology Facilitator Standard 3: Teaching, Learning, and the Curriculum**

*Standard 3 outlines how school technologists influence teaching and learning from another strategic direction-the curriculum.*

**Reflection on Reading and Field-Based Experiences**

**Self-Assessment**

“In an era when the needs of students are rapidly changing, schools are not providing digital-age learners with the types of environments that parallel the connectivity and social interaction patterns that they are accustomed to outside of school” (Williamson & Redish, 2009, p. 57). This quote reminded me of the importance that education should be placing on technology as a tool of engagement for students, and a means by which to prepare them for the future workplace. Making the transition to greater technology integration involves collaborating with administrators to see the value that technology plays in education and to make them a part of the team that researches and plans for the future of technology in education.

This realization led to one of my field-based activities for Standard 3. Using the Performance Indicator *TF-III.A (Facilitate technology-enhanced experiences that address content standards and student technology standards),* I prepared and presented a PowerPoint presentation to my school board. This presentation covered the NETS\*S, and illustrated the importance of integrating technology into the content areas. My other activities included helping the third grade teachers at my campus address the diverse needs of students through the use of technology. We used the Language Arts TEKS as our guide to build a unit of study that incorporated technology into the state content standards. Using the CAST website, I modeled how to create and use an eBook for their diverse learners. I also showed them ways that their GT students could create projects and assist the other students with creating project s, all within a technology-enhanced environment. These projects all fall under the following Performance Indicators: *TF-III.B* *(Use technology to support learner-centered strategies that address the diverse needs of students), TF-III.B.1 (Use methods and strategies for integrating technology resources that support the needs of diverse learners, including adaptive and assistive technology, TF-III.C (Apply technology to demonstrate students’ higher order skills and creativity), and TF-III.D (Manage student learning activities in a technology-enhanced environment), and TF-III.E (Use current research and district/region/state/national content standards to build lessons and units of instruction.*

**Self-Assessment**

Reflecting back on these field-based experiences, I realized that I learned a great deal about the Standards and about helping teachers infuse technology into their required curriculum. The presentation to the school board allowed me to draw upon my prior knowledge, and perhaps theirs as well, and add new knowledge of the NETS\*S and integrating more technology into the curriculum. I included the following quote in my presentation to the school board in an effort to get them to take the students’ perspective on education today. According to NetDay, “When asked what types of school settings they prefer, students called for one-to-one, ubiquitous computing environments that are simple, fast, interactive, and wireless” (2006, para. 15). The Kaiser Report reveals that “America’s youth average 44.5 hours a week using media” (2005, para. 18). Pointing out these facts about students of today helped the school board see what the students are asking for and it helped me in planning my other field-based experience with the third grade teachers.

**Learn as a Learner**

I approached all of these field-based experiences as a visual learner. I chose to use a PowerPoint to present to the school board and I chose to use eBooks and interactive technology projects with the third grade teachers and students. This helped me to successfully complete these field-based experiences. The interactions and feedback that I received as a result of completing these projects helped me evaluate the success of these experiences and to build new ideas and changes for future activities.

**Lifelong Learning Skills**

In the future, I will research other assistive and adaptive technologies that would help teachers meet the needs of their diverse learners. I will also continue in the future to keep lines of communication with administrators and the school board members open in regards to implementing more technology in our required curriculum. As a lifelong learner, I will continue to research educational technologies that will impact student engagement and learning, and continue to stay current on being able to use these new technologies.

References

Kaiser Foundation. (2005). Generation *M: Media in the lives of 8-18-Year-olds.* Retrieved from www.kff.org/entmedia/upload/Generation-M-Medie-in-the-Lives-of-8-18-Year-olds.pdf

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Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.